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ABSTRACT

Success Connection was an 18-month program aimed at promoting self-sufficiency among high-risk youth ages 16-22 in Yakima Valley, Washington. Self-sufficiency was defined as being employed, having improved educational goals, and not requiring public assistance. The program was a collaborative effort among the Yakima Valley Opportunities Industrialization Center, Central Washington University, and the Student Leadership Conference of the Washington State Migrant Education program. The treatment group consisted of 58 Hispanic, 15 Native American, and 34 Anglo youth who demonstrated at least two of the following characteristics: a high school dropout, unemployed, and not enrolled in job training; employed, but earning below minimum wage; ward of the courts; qualified for or on public assistance; and referred to as at risk. The control group included 120 youth with similar characteristics. The program included support groups focusing on goal setting and team building; three 1-day leadership retreats concentrating on self-esteem, goal setting, values clarification, and problem solving; a 2-week on-campus college experience to help motivate students to continue their education; and a goal setting experience for the parents of participants. Within the project funding period, the treatment group demonstrated significant changes in educational attainment, career aspirations, and employment (as measured by wage rate and upgrading). Only 1 participant sought public assistance, compared to 11 in the control group. Additionally, the treatment group demonstrated a 94 percent high school graduation rate compared to 78 percent for the control group, and 47 of the 60 participating high school graduates attended postsecondary school or training programs. (LP)

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THE SUCCESS CONNECTION

FINAL REPORT

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

PARTNERSHIP DEMONSTRATION PROJECT

PROJECT #91-1DY-WA-030

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Prepared by Dr. William E. Hansen, Evaluator

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EXECUTIVE SUMMARY

The **Success Connection (#91-1DY-WA-030)** has been an HHS national demonstration project funded under Partneship Demonstration Project monies. The Success Connection was a collaborative effort based on the premises that 1) the most effective and longlasting approach to ending poverty is to empower those in need, 2) creating an understanding of and access to existing service structures is a key to self sufficency, and 3) cooperating public and not-for-profit agencies can affect poverty issues without large injections of social service dollars. The three agencies were the Yakima Valley Opportunities Industrialization Center (lead agency), Central Washington University, and the Student Leadership Conference of the Washington State Migrant Education Program.
Program objectives were:

- Within two years of having completed structured treatment, a minimum of eighty participants will be employed at a wage above the poverty level and/or have completed a significant educational goal.

- Within two years the participants will demonstrate less unemployment than a like number non-treatment counterparts.

The outcomes not only met program objectives, but achieved them within eighteen months of the project funding period. A summary of outcome data showed that the treatment group:

- demonstrated significant change in two areas; educational attainment and career aspirations plus a positive difference in actual job selection as measured by wage rate and potential for upgrading.

- had one participant seeking public assistance compared to eleven in the control group.

- demonstrated a 94% graduation rate from high school as compared to a 78% within the control group.

- had 47 of the 60 graduates attending post secondary school (college) or training programs.

The Success Connection selected two hundred twenty seven potential participants from ten communities in the rural Yakima Valley of Washington State, each of whom demonstrated two or more "at-risk" characteristics. One hundred six of the potential unemployed were provided eighteen months of "treatment". The treatment group were 1) mean age - 17.81 years of age, 2) 50 male and 56 female, and 3) 58 Hispanic, 15 Native American and 34 Anglo. The control group had similar characteristics.

The program provided up to 377 hours of treatment. **Program elements** were 1) regular, on-going support groups with a focus on goal setting and team building, 2) one day leadership retreats, 3) a two week on-campus college experience, and 4) a goal setting experience for the parents. The communties and the nine high schools involved have urged continuing the program through local and grant funding. **Success Connection works** to improve the shift towards self sufficiency in16 to 22 year old youth.

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THE SUCCESS CONNECTION
FINAL REPORT

I. BACKGROUND

A. Purpose of the Program, Specific Objectives

The Success Connection was a research project designed to bring together a unique combination of community resources to focus on a methodology for developing self-sufficiency within the rural population of the Yakima Valley, Washington. The area has an economic base built on agriculture. Poverty is a great concern. A Seattle Paper labeled one of the communities "The poorest of the poor" in a 1989 article. Median income is below $14,000 a year and around $8000 a year in two of the smaller communities. The Valley is a prime agricultural area requiring great numbers of migrant farmworkers each year. Most of the labor force, both mobile and resident are Hispanic. The nature of their work (low skilled and entry level wages), plus the seasonal availability of jobs, places this segment of the population at risk, in terms of income, health and educational needs.

The Success Connection was a collaborative effort built on the premises that 1) the most effective and longlasting approach to ending poverty is to empower those in need, 2) creating an understanding of and access to existing service structures is a key to self-sufficiency, and 3) public and not-for-profit organizations can jointly affect poverty issues without massive injections of social service dollars. The Yakima Valley Opportunities Industrailization Center (YVOIC) in collaboration with Central Washington University (CWU) and the Student Leadership Conference (SLC) of the Washington State Migrant Education program have joined together to demonstrate a process for developing a success orientation in poverty stricken youth ages 16-22. The evaluation design details the research process and outcomes for the eighteen month project life under Demonstration Partnership Program (DPP) funding.

The Program Objectives were:

1. Within two years of structured treatment, a minimum of eighty Success Connection participants will be employed at a wage above the poverty level and/or have completed a significant educational goal as measured by appropriate data.

2. Within two years the eighty participants will demonstrate less unemployment than eighty non-treatment counterparts as measured by comparative Employment Security data.

The success Connection Project addressed three research questions as a methodology to measuring the objectives:

1. Does the treatment group reach a greater (higher) level of educational attainment than does the control group?

2. Do more of the treatment group obtain employment above the poverty level ($6.40 an hour) than do control group members?

3. Do fewer of the treatment group seek public assistance after eighteen months of treatment than do the control group members?

B. Description of Program

The Success Connection combined services of three programs to motivate and support high risk young people 16-22 year olds of the Yakima Valley, Washington in attaining self-sufficiency. Self-Sufficiency was defined as 1) being well employed, having improved educational goals and 2) not requiring public assistance.

One Hundred six "high risk" teens were selected to participate in high motivational activities, experience an intensive two week University program and be part of a support group over the eighteen months of the project. Each of the program components had been recognized as a successful model with a limited, selected population. The HHS demonstration project was designed to adapt the components, and blend them into a functional whole to address the issue of self-sufficiency. The Success Connection project tested the concept with a group of participants considered to be prime candidates for unemployment.

CHART I
LOGIC MODEL

ASSUMPTIONS/ ACTIVITIES	IMMEDIATE OUTCOMES	INTERMEDIATE OUTCOMES	FINAL OUTCOMES
1. Lack academic and attain- Literacy skills and educational dropped out of school *re-entry into school programs *entry into agency programs *SG activities	Improved Literacy Skills, re-entry	GED, High School Diploma, Post Secondary Training, Goals	Demonstrated ment of
2. Lacks pre-employment skills *JTPA programs *High School Voc Program *Vocational Leadership (FBLA)	Work Experience entry level jobs	Employment @ 6.50 an hour or more	Employment above the poverty wage
3. Lacks knowledge of access to Social Services *Support groups community *SLC activities	Demonstrated usage of agencies	Increased independence	Not on unemployment
4. Lacks skills in developing and communicating needs and goals *SLC *Support Group *Joint parent/student Conference	Improved Communications with instructors and employers	Continued schooling and/or employment	

The research design matched the "treatment" group against one hundred twenty like **16-22** year olds. Both groups had access to the same educational and pre-employment programs in the geographic service area.. It was hypothesized that with appropriate motivation and support, success could be realized.

C. Partnership

Three organizations collaboratively conducted the research in a demonstration of collaboration between public and not-for -profit entities. YVOIC was the lead group and contracted for specific services from the two partners. It should be noted that other supportive agencies offered assistance as will be noted in the body of the proposal.

Yakima Valley Opportunities Industrialization Center
The Yakima Valley opportunities Industrialization Center (YVOIC) as organized in September of 1970 and began training on January 17, 1971. In response to an urgent community need to provide education and job training opportunities to Yakima Valley's minority and poor populations. These groups were facing a lack of access and acceptance in traditional training systems which existed at that time. In response to the need YVOIC developed a basic Educacion program with a special emphasis on self-esteem, self-awareness, ethnic heritage and pride, as well as math, English, spelling and consumer education. In addition, YVOIC developed skill training classes in retail sales and marketing, and clerical training.

From the initial budget of $156,000 (a 1967 DOL contract) the YVOIC programs have grown to require some $8,000,000 of financial support.

It has been the mission of YVOIC to provide solid programs which will help people complete their education, reach their goals for life, and get a self-sustaining job.

Since that beginning, the organization has grown to become the largest, most diversified successful service delivery community based program in the State of Washington.

The organization is governed by a fifteen member, ethnically and economically diverse board of directors which represent major population, businesses, educational organizations and governmental agencies.

The staff, at every level of operation, also represents the population served, which increases the overall effectiveness and credibility of YVOIC as a sound, caring provider of human services. The employment, training and education programs are excellent and the delivery system very functional due to the hard work of the quality staff.

The Student Leadership Conference
The Washington State Migrant Education Student Leadership Conference is

operated by the Office of Superintendent of Public Instruction (OSPI)-Migrant Education. The funding is derived from the USDE. The Conference provides leadership activities for Hispanic teens. SLC is also structured to provide leadership activities outside Migrant Education, where client specific funding is provided.

The SLC has been in operation for five years. In that time, 320 high-risk ages 16-20 have been taken through high motivational activities in a college setting. The program has been extremely successful in causing these young people to examine broader life and career goals and to establish educationally oriented strategies.

The SLC provided the motivational aspects and the development of support group structures through an adaptation of their proven methodology. A series of 22 hours of activities in a three one day seminars called the Student Leadeship Program.

The seminars were held on a centrally located high school campus In herent to the conference was the development of a braod bases peer support group which grew out of the already established local groups.

An emergency hot line was available for participants should assistanc be required for problem solving.

The SLC was a sole source collaborator. The SLP modelhas been the only rural focused motivational program in the state. The SLP was conducted in a bilingualk format. The SLP model (published curriculum, evaluation forms and format, staffing, etc.) was a key to the motivational program.

Central Washington University (CWU)

Central Washington University has a lengthy and successful record in providing for the educational needs of special populations.

This includes its Educational Opportunities Program, Minority Recruitment and Retention Programs, Higher Education for Learning Disabled Students Project, College Assistance Migrant Program, and Academic Skills Center. The University has made an on-going commitment to serve these special populations and a commitment to increasing diversity on its campus.

Programs, such as the Success Connection, have direct support at the highest administrative levels of the University, thus actively involving a

wide range of services to program staff and students. Central operates a totally integrated Financial Records System, through which all program budgets and expenditures are easily and effectively monitored. The University Office of Grants and Contracts maintains records and control over grant expenditures so that funds expended under the program will be in accordance with all the guidelines.

Various offices and personnel are established in the University to provide such services as: the identification, screening, and training of staff members, on-campus counseling and health services, career planning and placement for guidance and assistance, information and referral services for women students, accommodations and services for physically disabled and learning disabled students, coordinators and trained staff members for extracurricular activities throughout the area, computer services and labs for instructional uses, and research and assessment facilities and staff to provide testing, placement exams, and to conduct other evaluations of the program.

Housing in campus dormitories and food services in the student cafeteria were provided to program participants. The Academic Skills Center and University Library were available for instructional purposes and campus athletic facilities were provided for physical education and recreational activities. Numerous academic departments provided learning experiences to students in various career fields. In summary, most services provided to University students were available to the participants in this program.

D. Target Population

One hundred twenty participants and one hundred twenty non-participants were initially identified for the project. They demonstrated two or more of the following characteristics:

1. dropped out of school
2. unemployed and not enrolled in a job training program
3. employed and below minimum wage
4. ward of the courts
5. AFDC qualified or on public assistance.
6. At risk as referred by teachers, counselors, and/or by agency personnel.

Recruitment and Selection
The identification of the participants were conducted in a two-step process, supervised by the contracted evaluator.

STEP 1: Notification was given to identifying groups of the intent to recruit. Included in the notification were guidelines (characteristics) and process. A follow-up visit to key contacts was made to ensure proper procedures were followed. A list of prospective participants was generated. Attached was a outline to be completed on each candidate to include age, educational attainment level, employment status, career choice (if available) and current hourly wage (if employed).

STEP 2: The evaluator randomly drew one hundred twenty candidates using a computer generated table of random numbers. This list comprised the participants. Those one hundred twenty candidates not selected were noted as the control group for comparative data. When asked for an eighteen month commitment, sixteen of the proposed participants in the treatment group withdrew leaving one hundred four. At eh conxlusion of the project in June, 1993, seventy nine treatment and ninety eight of the control group remained in the area and included in the data gathering. Note: The original design called for a focus on seventeen year olds as the youngest group. However, during recruitment, it became obvious that the actual year of birth and the related age was different for those born in Mexico where one is considered a year of age upon birth. It was decided to broaden the age range to 16-22 so as to encompass Hispanics of a comparable age.

E. Participant profile

The two groups demonstrated like characteristics.

CHART II
Proliles of Treatment and Control groups
December, 1991

	Treatment	Control
Mean age	17.81	17.96
Age range	16-21	17-22
Age Distribution		
16 years	16	8
17 years	38	51
18 years	42	42

	19 years	7	13
	20	1	2
	21	3	2
		107	120
Gender			
	Male	50	66
	Female	57	54
Ethnicity			
	Hispanic	58	77
	Native Amer	15	10
	Anglo	34	33

F. Program Philosophy

The Success Connection Program has been built on the foundation of quality research and years of program success. In 1985, the Washington State Office of Superintendent of Public Instruction (OSPI),Migrant Education Section, commissioned a study to determine factors leading to school dropout of Migrant teens (OSPI, Hansen 1985). At that time, less that 12% of Migrant teenagers were completing High School. Key factors in the failure pattern were determined to be lack of continuity of school, lack of credits towards graduation, limited Role Models who demonstrated the valuing of education and a family self-sufficiency requirement to contribute to their family income. A number of creatuve projects were being established at that time such as Interstate transfer of High School credits, careful tracking of students as they moved from state to state, etc. It was at this time, that the concept of the Student Leadership Conference (SLC) evolved. Research had shown that placing a person in unfamiliar surroundings during training created a dynamic for more rapid personal change (Rathburn, 1966, U.S. Air Force, 1961, Outward bound 1962). This approach utilizing a locally developed curriculum focused on Goal Setting, Problem Solving and Team Building, were field tested in the first SLC in 1985. The Student Leadership Conference has continued over the past seven years, with the graduation being raised to 69%. The participants have been predominantly Hispanic, mobile Migrants as identified by Migrant Education, and selected as having leadership potential, that is demonstrated leadership in school activities, academic success, and/or in the larger community. The students have come from 60 plus High Schools within the Washington state.

The Student Leadership Conference has maintained a longitudinal study of participants in an attempt to relate career and life decisions to the concepts introduced at the Conference (MSRTS/SLC Evaluation Study

1992). The SLC program characteristics were:

*Participant election representative of Migrant impacted High Schools in Washington state.
*The use of a university setting
*Four days of intensive group activity
*Work in small (8 to 10 participants) study groups
*Focus on Goal Setting, Problem Solving, and Team Building
*Interaction with adult "Role Models" representing various age groups and professions
*Shift from adult leader generated studies to student generated work

In response to the HHS Partnership grant, Yakima Valley Opportunities Industrialization Center (YVOIC) choose to extend the Student Leadership Conference concept to include a wider range of High School youth beyond the teen Migrant population. The partners were to be schools serving youths between the ages of 16 and 22, Central Washington University, and the SLC staff.

While the SLC approach had been a series of intensive interactions on a shorter time frame, the Success Connection was designed to provide on-going support in a school setting, to include three one day SLC intensive workshops, plus the residential university experience. The intent was to replicate the positive aspects of the SLC, for intensive activities, but to provide continuity through small group work sessions to be held in area school facilities. To provide an activity based format an adaptation of the Outward Bound "Challenges" curriculum was developed. The intent was to develop an "Alternative" program, the characteristics of which would be obviously different from traditional classroom methodology. In a major study, Tabler (1986) had suggested that "Alternative programs showed superior results in increasing skills and changing behavior" among "High Risk Youth". Tabler described the need for High Risk youths to take control of some aspects of their lives, perhaps for the first time. He suggested that successful programs could achieve results (e.g., skill acquisition in addition to knowledge and effective relationship), but emphasized the need for the client (participant) to be conscious of the atypical approach being used.

The studies of Kohler (1981), who was an early spokesperson for interpersonal approaches to education provided a rationale for the support groups. He emphasized the creation of small interactive groups in which adolescent efforts could directly affect important decisions. Kohler saw

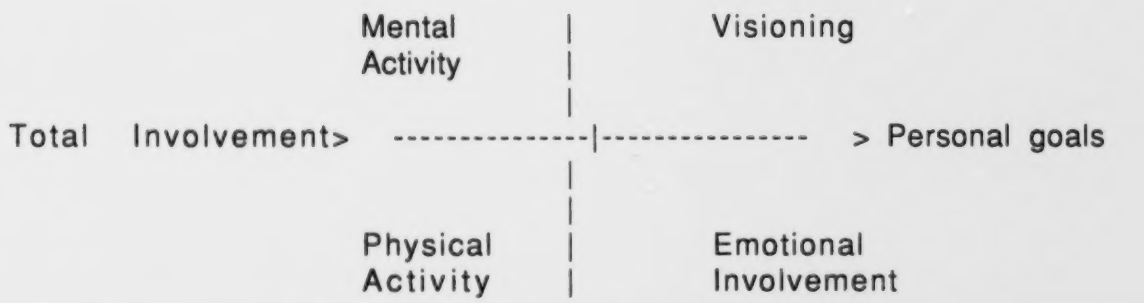
this approach as an enpowerment approach to which teens could readily respond. Thus peer groups (called Support Groups or Small Groups) were seen to be crucial to personal decision making.

The "Challenges" curriculum was adopted from Adventure Based Counseling (Brown 1986, Riggins 1986). The approach incorporated cooperative games, trust building exercises, physical activities adapted to a school environment. Typical sessions used a sequence of methods; energizer activities, group involvement plus an evaluation of the experience, followed by an analysis or a debriefing within which the entire group participated. A goal of each session was to fully involve each participant and come to an understanding of individual and group response (or behavior) which had come out of the group experience. Class characteristics were informal structures with the flexibility to respond to individual or group needs.

As the Success Connection was constructed the Facilitator/Leader used a traditional interaction model to ensure that communication was accessible by a variety of communications or learning styles. Each session included four basic elements; physical involvement, integrity with fellow participants, a srtiving for understanding the intent and outcomes of the sessions and an-going development of a personal set of life goals. Chart III displays the model which was developed to explain the process.

CHART III

BUILDING SELF RELIANCE THROUGH SUCCESS CONNECTION
A MODEL



These elements were defined as follows:

Mental Activity — How, why, anticipated outcome

Physical Activity (Total Physical Response = TPR)	Mobility, changes of posture, physical interaction.
Emotional Activity	Individual feelings, atmosphere and spirit of group, integrity responses
Visioning	Relating personal learnings to personal goals and dreams.

The setting for the support groups were classrooms, activity areas or other space provided by schools. The participants gathered for two hour sessions, twice monthly. Small group of eight to ten were brought together. Some participants had to travel to the location but schools and the YVOIC provided transportation.

SMALL GROUP PROCESS, A REPORT BY THE CASE MANAGERS

The activities were always carefully planned. In fact, the staff experienced each activity several times searching for the most creative and expedient way of getting the SCers involved. We never put ourselves as faciliators in a teaching role although at first the participants expected it. Current "in" phrases were often used to trigger responses (e.g., "learn to walk the talk", "no excuses", etc.). Students learned to not contrast or reject traditional values of culture and family, but to use the reality of the past as a basis for learning. Anger, rebellion, and/or objections to family or school rules were most often the basis for learning about the "Culture" or the "System". Everyone learned to recognize how conflicts in family or at school could get out of hand. The Success Connection placed emphasis emphasis on good personal judgement and to be proactive in relationships (as opposed to reactive)..

The Philosophy of the staff was stated in a variety of ways during the early stages of in-service training:

*Don't allow anyone to give up. Hang in there with them.
*Believe in your group members and support their belief in themselves.
*Use inappropriate behavior or responses as learning opportunities. Connect rather than correct.
*Our job is to open doors

The willingness of the staff to set aside traditional methodology and school oriented measures of success contributed greatly to the overall success of the demonstration project

2. SUCCESS CONNECTION PROGRAM CONTENT

Four major components were designed into the Success Connection; 1) Support Groups, 2) Student Leadership Program, 3) University Experience, and, 4) Family Involvement. The Success Connection Program merged the components into a logical sequence with specific interrelated objectives. The material which follows provides an overview of the program content. More specific lesson plans are found in the curriculum outline (Appendix). In every work session, concepts were introduced and reinforced through group experiences. Very often activities were repeated used in subsequent lessons.

Sequence of Concepts Introduced:

CHART IV
RELATION OF CONCEPTS DEVELOPMENT TO PROGRAM COMPONENTS

	Stages of Development	Program Components			
		Support Groups	Student Leadership Conference	Central WA University	Parent
1.	Trust Building	X			
2.	Communication Skills	X	X		
3.	Self Evaluation	X			
4.	Vision Quest	X			X
5.	Problem Solving	X	X	X	
6.	Team Building	X	X	X	
7.	Commitment Testing		X	X	X
8.	Decision	X			X

The Program Sequence might be described as "Stages of Development". Over the eighteen months, the various concepts were reintroduced as group members identified personal needs and/or understandings. The sequencing discussed in the following does not reflect the reality of personal growth nor interpersonal communications. The sequence is presented to define key elements and to display their relationship.

Stage 1. BEGINNING ASSESSMENT (Two to three sessions)

Purpose: To cause a self assessment
To cause an assessment of Support Group members

An activity approach was used throughout the program. Introductory Trust Building was designed around interactive group activities: (1) Name Game, (2) Electricity, (3) Assessment Memory, (4) Log in the Pond. The adult leadership role was immediately established as one of facilitation, with support and caring, but assertively challenging the intent, and purpose of each participant. This process continued throughout the program, continually building on the trust levels and skills established early in the program.

During the Small Group Sessions, if a member of the group was having a problem with a particular part of the activity, the team would encourage this person by talking to him/her in a positive manner. The team would also take time to give suggestions on what to be aware of to make it better. One of the examples that I'll share is; a student was having problems sharing their ideas with the group because they were shy. The group stopped what they were doing and started telling the participant that it was O.K. to be nervous and scared, to go ahead and share feelings. They assured the team member that no one was going to laugh at their remarks The result was that noone was scared to speak in the group. You could see that person's confidence grow from that day on.

Outcomes: An awareness of and breaking down communication barriers through exploring and understanding personal space, opinions, and biases).

Stage 2. EXPLAINING COMMUNICATION PROCESSES (Two sessions)

Purpose: To develop confidence in fellow Support Group members.

This series of activities were used to build trust in fellow Support Group members. Initially, the group defined a "team". The

descriptive words were put in chart form and revised several times during the early meetings. Eventually the chart became known as the definition of "our team". If communication difficulties arose or individuals withdrew then the chart became a tool for defining the problem. This technique removed the case manager from an authoritarian role. All activities were interactive and were designed to required help and guidance from a fellow participant: (5) Blind Tag, (6) Group Trolley, and (7) Mine Field were used. Self Assessment continued, but with feed back and encouragement of Support Group members which at this point was beginning to be accepted.

Each individual team was unique in its own way. Their way of working with each other and showing trust towards each other were different from one team to another, but the end result was positive. While comparing two teams that were opposite of each other. We'll name the teams A and B. Team A worked very well together from the start of the program to the end. They supported each other in every way possible. They laughed together, cried together, grew together, while keeping their expectations and respect towards one another. Team B was difficult to bring together. It was difficult to bring them together in one room without being negative toward each other. We needed three sessions to cover the goals of the first agenda. We had a problem eliminating the negative feelings the participants had towards the surroundings. We eventually overcame that problem, but it took some time. This group became a team that was able to work together, share things together, but most importantly, be positive with each other. This team was behind everyone else throughout the program because of the beginning.

Outcome: To define a "Team" and specifically the interactive roles of Support Group members, which in turn defined the characteristics of the group as a team.

Stage 3. SELF APPRAISAL AND GOAL SETTING (Two sessions)

Purpose: To establish personal values (8) Vision Quest
To set life, career and educational goals

The participants identified their value system through games and activities (needs and activity). At this stage, the discussions become lively. Debates and challenges are very direct. A constant evaluation (reality check) must be interjected by the Facilitator to ensure that each participant feels resolution to a confrontation and that a lesson is learned from the interchange. Attention wis given to building appropriate vocabulary to foster self expression.

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A major activity was the "Vision Quest". The participants, with help from the group, relate personal values to interest and skill to identify their goals or vision for the future.

At the end of every small groups session (debriefing), the participants were asked to comment on the following question "What did you learn or like during the small group session"? Some typical responses were:

"Learning to work as a team"
"Liked the communication, cooperation and trust we had"
"Working as a team, everyone was involved, no put downs"
"Learned to work with the group, learned how to communicate"
"Team work, communication, friendship"
"Each person has some practice on how to take and give directions"
"We learned how to trust one another"
"It showed me how I could trust and believe in myself"

Outcome: A statement of one or more goals in career education and life.

*Note: Participants discover the need for and the capability of visioning at different stages of the program. This activity is on-going for students who have not previously been able to articulate their vision or those who work to incorporate new insights into their vision statements.

Stage 4. VISION QUEST - THE PROCESS (two to three sessions)
The facilitator encourages all participants to focus on their own personal responses. However, a major value of the group interaction is the support individuals receive as they begin to form and articulate their dream.

1. "If there were absolutely no barriers, what would you like to do with your life? Think of what you want to be doing in five years or ten."
2. Sharing of a personal dream - one student at time
3. Defining who can help in the realization of the dream (a mentor, friend, teacher, etc.)
4. Recognizing how parents, peers, etc. might feel
5. Review potential impact of ethnicity, culture, peer influences, etc. (Awareness of the reality of prejudice is part of the process)
6. Problem solving methods applied to support the

probability of achieving the dream

7. Develop strategies to overcome potential conflicts (e.g., family approval, lack of finances, poor grades, etc.)

*Note: Two attitudes are emphasized a) if a dream is real then it can be achieved and b) there are no excuses to not accomplish the tasks to realize the dream

When considering the future, participants reflected,

"I was always told to go for the dream"
"Asked if my imagination was stretched enough"
"Pushed me, urged me"
"Asked if I was pushing myself to my limit'
"Always showed me more options"
"I bet I went through it six times and each time I wanted more"

Stage 4 (continued) PARENT VISION QUEST (Conducted in home setting)

One to three Home Visits were built into the program. The intent was very clear. Contrary to traditional family contacts by schools for problem resolution or needs assessment, the Case Manager engaged the family in a "Parent Vision Quest". This program element was not in the original plan. However, as the participants began to envision a future which went beyond their traditional family experiences and perhaps even challenged the family belief system, it became obvious that the Parent Vision Quest was essential. The intent was to encourage the parents to envision their own future, broaden that vision to include their children and then have the program participant share his/her vision with the family. In that context and environment, acceptance if not support was developed.

The steps were:

1. Explain the purpose to parents as a method to show their support for assisting their child to achieve a vision.
2. Explain a vision in the context of a road with many branching roads as options, distractions, etc.
3. Engage the entire family in a dialogue.
4. Identify fears and concerns the parents have for their childrens future. Counsel them with an attempt to

eliminate the negatives.

5. Support the parental role of authority and guidance, while identifying the process of individual authority of a teenager.
6. Have their "child" (participant)articulate his/her "The dream".
7. Openly identify the probable sacrifices the family must confront if the student is to pursue the dream.
8. Develop verbal agreements (both parents and participant) and then a commitment from the family.

Stage 5. BUILDING TEAM SKILLS AND COMMITMENT - THE STUDENT LEADERSHIP CONFERENCE

Three one day (Saturday) workshops were held during the year. The Student Leadership Program (SLP) from Migrant Education provided the agenda, staff, motivated speakers, and curriculum. The schedule was provided as a purposeful approach to testing Team Building and Trust Skills. In addition, there was continuity, in that the Student Leadership Program followed up Support Group activities and provided pre-college orientation.

A Student Leadership Program was conducted like a seminar, with speaker, large group and small group activities.

Purpose: To demonstrate the common level of trust across all Support Groups (10) in the Project

To explore fears (e.g., college campus living) and approaches to moving through the fears.

To restate and support the commitments made in the "Vision Quest" process

All Success Connection Participants were transported to a centrally located High School. The participants were re-grouped, so as to create new interaction and relationships. Group Leaders used Support Group Trust Building activities, which were familiar to all. Thus, a good level of trust was quickly initiated.

Topics included:

Problem solving applied to a) personal and peer relations b) family and parental relationships and c) school/job dynamics.

Communication skills (non-verbal, verbal, listening)

Leadership skills (goal setting, communication, and team building).

The curriculum and techniques were derived from the Migrant Education Student Leadership Conference manual.

Stage 6. COLLEGE CAMPUS EXPERIENCE

The participants were enrolled for two weeks at Central Washington University (CWU), to experience a college campus and lifestyle. The intent was to create an understanding of self-mitigated activities (attending classes, selecting food in a cafeteria), as well as the structure of a post secondary program (dormitory rules, scheduling time to make classes).

Program activities included an assessment of educational background for college entrance, daily work experience resulting in a stipend, a range of social settings, and assistance in preparing entrance forms, financial aid requests, etc.

College life is often viewed with anxiety by parents whose only frame of reference has been television and movie portrayals. Therefore, parents and family members were invited to visit. This helped reduce fear and bolster support for post-secondary experience.

The college experience went through several revisions, before the final two week program was designed. The original month long experience met with opposition from students who had jobs and parents who did not want their children away from home for that length of time. The compromise time frame limited the opportunities for extended educational experience.

Stage 7. INDEPENDENCE (three to four sessions)

The Success Connection is a Self-Sufficiency Demonstration Project. The process of building strong interpersonal and trusting relationships, while cultivating dreams, created a dynamic of dependency on the case manager and the peer group which for some, was difficult to break. Participants role played interactions with employers, counselors, parents, etc. In the last months they were asked to report out on the specific steps being taken to realize "The Dream". Dependencies were discussed as a group. Through all this transition period, group support was provided.

Participant needs for support and guidance into the post program period was an indication that further assistance was required. Future work using the Success Connection approach will include contacts with post-secondary program counselor and job mentors to build a network of enablers.

Stage 8 DECISION (On-going)

Too little time has elapsed for the process to be evaluated in terms of ultimate success. However, the evaluation data which follows provides the dramatic results of this effort. Success Connection participants demonstrated:

1. a lower dropout rate than did the 120 counterparts who were not in the program.

2. a higher high school graduation rate

3. a dramatic difference in choosing post-secondary training or education

4. significantly higher educational and career goals, and

5. while too early to prove statistcally, a high probability of reduced dependency on public assistance.

The Success Connection staff, YVOIC agency, and the partners - Central Washington University and The Student Leadership Conference are convinced of the efficacy of this approach to building a meaningful future for high risk youth.

3. CASE MANAGERS SELECTION AND TRAINING

A critical element of the Success Connection Program is the role of the Case Manager . At the outset of the program, the chief characteristics of the Case Manager were seen to be 1) The abitility to communicate with teens, 2) Experience in counseling or teaching and, 3) of appropriate age and background to serve as a Role Model.

During the Life of the Project, it became apparent that several other characteristics were also important. Thus, the characteristics and related job description as revised is as follows:

1) A strong knowledge base, regarding adolescent growth and development
2) Having experienced college life
3) Strong facilitation and skills
4) The ability to challenge others in a creative, constructive manner
5) Good self-esteem (ego-strength)
6) Empathy and understanding for High Risk Youth who have experienced failure
7) Capability of working in intense, problem solving settings
8) Interest and commitment to responding to client needs beyond "normal" scheduled hours

Following these characteristics, a job description was prepared. The Case Manager for Success Connection must be able to:

1) Lead small group interactions and activities
2) Establish linkages with school administrators and counselors
3) Facilitate family discussions
4) Serve as linkage between parents and school or job
5) Track groups and group members through sytematic logging of activities
6) Log attendance and participation
7) Develop linkages with other agencies
8) Adapt curriculum and related activities

The two Case Managers selected for the initial program were of different backgrounds; a Social Service trainee and an Educator. They were selected through an interview process with an emphasis on skills and background in working with High Risk Youth.

Much of their training was based on daily work sessions devoted to creating and/or adapting activities, dialogue questions and having leadership/interpersonal skills. One Case Manager participated in the Challenges (Adventure Based Counseling) training. Both had led Student Leadership Conference sessions for the statewide SLC Migrant Education Program.

In future selections, it is recommended a similar process be involved; that is, a first level interview, and a second level experiential demonstration working with teens.

4. MAJOR PROGRAM COMPONENTS

A. Small Groups In Action

A typical Small Group Session would be as follows:

Most meetings begin by the Facilitator greeting each individual member with a handshake and welcoming them enhusiastically.

*NOTE: When welcoming each individual member, an energy must be used to emphasize an expression of importance and warmth.

Once the welcomes are shared, the Facilitator asks a question to the group. The goal is to create a discussion about what has occured in their lives since the last meeting. Questions used during opening sessions are: "How is school going?" "Where you able to use what you learned in our last session?" "How?"

*NOTE: The discussion lasts between three and seven minutes. The goal is to have the participants begin to focus and share a common frame of mind. By having a brief discussion, it creates and begins the process of sharing and trust building that will occur during the session. During this initial time the Facilitator starts using positive feedback, for example: "You can make it, believe in yourself", "We're a team, lets support each other".

The first activity is usually team building, to build feeling of support and

caring. The focus is to create a feeling of success while eliminating communication barriers. It is important that the activity used allows everyone to be successful and that everyone is able to participate.

*NOTE: This activity is intended for the participants to both observe and yet allow themselves to be part of the team. Questions which might be asked are: "What is a team?", "What does a team look like?", "What is an ideal team?", "How can we be an ideal team?" The Facilitator does not answer any of the questions, but needs to remind the group that all answers are welcomed. The Facilitator also writes the responses so that the group is able to see them.

The session continues into a self assessment. The participants go through a mirroring exercise which asks them to look into their own world. The questions that they ask themselves are: "Who am I?", "What do I want?", "Where am I going?", "Whom can I trust?".

*NOTE: This is what the participants remember the most during debriefing and evaluation.

The Facilitator role is to ask questions in a serious and assertive manner. The tone of the voice while asking the questions, needs to be soft, but strong with meaning. The Facilitator needs to allow quiet time in between questions, so that the participants are able to concentrate on themselves.

The final stage is to have the participants discuss what was learned during the session (debriefing). We take the time to teach and re-emphasize positive remarks on actions that took place during the session.

*NOTE: The Facilitator needs to increase the energy level. The students need to close the session with a feeling of being motivated and believing in themselves.

B. Student leadership Program

Program Elements

The Student Leadership Program (SLP) included four major elements. They were:

Self Esteem

Goal Setting
Values Clarification
Problem Solving

Self Esteem

SLP participants had the opportunity to learn from others, identify role models, and enhance their self esteem through motivating speakers, interaction with staff members, positive affirmations and through self discovery.

Goal Setting/Problem Solving

SLP participants learned important skills regarding goal setting and problem solving. They had the opportunity to explore their personal goals through interactive small group sessions. A personal five-year plan was developed which will identified each participant's goals. Participants learned a problem solving process to overcome obstacles/barriers.

Values Clarification

Participants learned about and understood their own values, and discuss how values affect decisions and the decision making process.

All participants participated in two one day and a two day SLP motivational activities.

The conference was conducted by the SLP section of the State Migrant Education office. Note: program outlines and sample materials are available upon request. The conference was conducted with a high intensity in small and large group settings. At each conference "role model" speakers were present. These volunteer speakers represented various occupations, and backgrounds. They generally were of a similar socio-economic background, but had a success story to tell. Material from these talks was used to generate group discussions.

The themes of the SLC's were:

-What do I value?
-What is my potential?
-How do I generate choices?
-Setting goals

-Problem solving skills
-Establishing strategies for my future

Participants were given ample opportunity to become involved in physical activities, assisting in planning aspects of the conference, and to make presentations to both large and small groups.

Products which the participants took away included:

-A chart of their personal skills and values
-A set of goals and a list of specific strategies to achieve the goals
-A personal timeline for achievement
-A list of contacts within their support group and from the role models and leaders (linkages) and the knowledge on how to access assistance.

The conference was structured so the small group in which a participant works would continue as a local support group through the year. The three seminars were held on high school campuses.

C. Central Washington University Experience

The campus component of the Success Connection was a two-week program. A total of 74 students were housed in the Kennedy and Green halls, and received their meals at Green Hall and Holmes hall. Their day schedules were divided between half-day instructional periods in campus facilities and half-day work periods at the Kittitas County Fairgrounds. Teachers, counselors, and coordinators had offices and meeting rooms in the centrally located building. Various meetings and counseling sessions with students were held in this facility. The students participated in numerous recreational activities, both on and off-campus, on evenings and weekends.

The plan of the curriculum was one with instructional goals related to diagnosis and evaluation. various testing procedures were employed and individual student performances in reading, writing, speaking, and computation were evaluated. Records of tests and evaluations, as well as class time written works, were assembled in portfolio and given to each student at the end of the program. Together, these records constituted a

concrete plan for each student pursuing further education and training. Staff counselors met with all students, assessed cognitive, attitudinal, and interpersonal relationship problems that might impede educational progress, assisted in self-understanding, and gave positive support to their efforts and future plans. Thus, the primary goal of the campus program was to build the motivation required for entering the University and successfully performing as students.

In the days preceding the program, many planning sessions were held with staff members participating. Emphasis was given to the experimental or plot nature of the program. To assure a constant flow of information from every area of activity, the program organization management was made participatory. This entailed a constant succession of meetings and written and oral communications. Staff members were given the responsibility of taking initiative in their area of work and they were informed that assessments and changes would have to be implemented quickly. The teachers and counselors designed their own parts of the program with an understanding of the objectives and goals. Given that this was a demonstration Project there was no model or blueprint for the program and therefore, the approach was to borrow on the skills and creativity of staff members.

Members of the Central Washington University staff, administration, and faculty met with the students, informing them about the process of enrollment, the minority advising, retension and mentoring programs, tutoring aid at the Academic Skills Center, types of financial aid, and the various academic programs offered at the University. Another important part of this motivational approach was in facilitating interactions between program students and University students. The majority of program staff members were either undergraduates or graduate students currently attending C.W.U. Many members of the staff were graduates of the university and they shared their past experiences as students. Key staff positions were held by minority individuals--Hispanics, Native Americans, and African Americans who served as role models to the students.

Classroom and work-site activities had instructional as well as diagnostic and motivational objectives. Instructors and tutors gave individuals and small groups guidance and support in activities that were designed for hands-on learning. Managers at the work-site gave instruction in work organizing and the use of power tools. Students constructed and painted wood picnic tables, painted buildings, built a cement wall planter, and engaged in other work activities under the

supervision of regular staff managers at the Fairgrounds. This community project, preparing the facilities for the annual rodeo, made an important contribution to the City of Ellensburg. It received written and spoken statements of appreciation from administrators of the rodeo and from the major of Ellensburg. Each student was given free tickets to the rodeo and fair.

5. PROGRAM SUMMARY

Seventy eight participants completed the eighteen month program. The statistical report which follows reveals that the treatment was effective. Data analysis reveals that the basic premise or hypothesis was found to be statistically significant in all three research areas.

The participants, both those who have moved into post-secondary or training programs and the few remaining in school have requested continuation of the services. The schools from which many of the participants came have also requested continuation of the program. The high participant interest in on-going services may result from a need to have a contact point, an on-going support through the initial years of breaking old dependency patterns. Another interesting set of communications have been received from parents who wish their younger children to receive similar training. The receptivity of the Success Connection approach and the residual perceptions of those involved are uniformly positive.

The eight school districts which served as agencies to assist in identifying potential participants and who also provided in-kind support have all asked to be included as partners if program funding is extended. Several unique relationship have evolved through the eighteen months of service. First, the triad partnership of a not-for-profit agency in partnership with a state agency program, and a major university was unusual. And while there were uncomfortable decisions to be addressed, the triad emerged intact and willing to continue the program.

A second unique relationship was the ethnic makeup of the clientele served. Research projects have been funded to determine how and if

multi-ethnic programs can be operated. The Success Connection design considered the individual participant as the key factor and assumed that the techniques to be used would benefit all those who participated. This proved to be true. All families were contacted for the vision quest and all cooperated. Ethnicity was never seen as a "problem".

The third relationship which emerged in the last six months of the program was the initiative taken by school administrators and counselors to request a more active part in the program. The schools and alternative schools realized a dramatic increase in attendance and a much greater graduation rate. Of all the trials and false starts in addressing the "high risk" teenagers , the Success Connection appears to be a cost effective and viable vehicle. Of particular interest was the quiet, low key approach used by the case managers. The emphasis was on empowerment of the individual participant. The schools reaped the public relations and community acknowledgement of the improved graduation rate. They now want to receive training and detailed information so as to replicate the project in other schools. This is high praise.

A detailed analysis of the program follows. The data will show a program which while modest in cost and easily replicable, builds from a strong philosophical base and utilizes the synergistic power of three unlikely partners to effectively address the self-sufficiency issue.

6. EVALUATION ISSUES

A. Program Evaluation Considerations

Several issues were anticipated to be present in the treatment process. These were reviewed and seen as potential barriers to the integrity of the Success Connection program. Each was addressed as indicated below:

1. Dropouts From Program. A characteristic of the rural Hispanic in America is the necessity to access farm labor jobs, in effect responding to weather and seasons. The mobile participant was excluded from the final data analysis. Twenty three (79%) of the treatment group were qualified for services from Migrant Education, An ESEA Chapter I federal program operated throught the schools.

Where a dropout occured, the following action took place:

a. Personal contact by Success Connection staff for nterview and personal encouragement to continue. Logs

of contacts were maintained. When possible, a tructured exit interview was used to assess the factors related to noncontinuance.

2. Case Management Processes. Much of the support group function relied on consistent treatment and procedures by the Case Management team. Each of the Case Managers (CM) had five groups of 8 to 10 participants as a responsibility, with one group having 12 participants.

   Consistency between groups and between CMs was addressed by 1) orientation and training, 2) monthly review of logs, debriefing and joint planning, and 3) personal interviews by the evaluator on a quarterly basis.

3. Consistent focus on program outcomes by CMs sub contractors. Regular planning review sessions were held with staff, sub contractors and evaluators to ensure that targeted activities and projected outcomes are being met. To determine the extent of service, a participant log form was utilized for each work session and/or personal contact. Name, activity, and time were reviewed.

4. Data collection and maintenance. The evaluator established an audit file for source documents. The evaluator was responsible for ensuring the integrity of files. Forms, data collection procedures, and deadlines were established by the evaluator. Regular monitoring visits were conducted.

5. Recruitment of rural Hispanics was a critical issue. YVOIC has twenty years of experience in serving this population. Both CMs were of a farm labor background and had recruitment experience. Initial contacts were one on one.

6. Facilities were provided as an in-kind item. Local schools committed to provide space and equipment as needed. The SLP and CWU sub contractor provided for facilities in their contracts. The CWU on-campus program, the Summer Experience, had a major commitment to extend use of University facilities to participants.

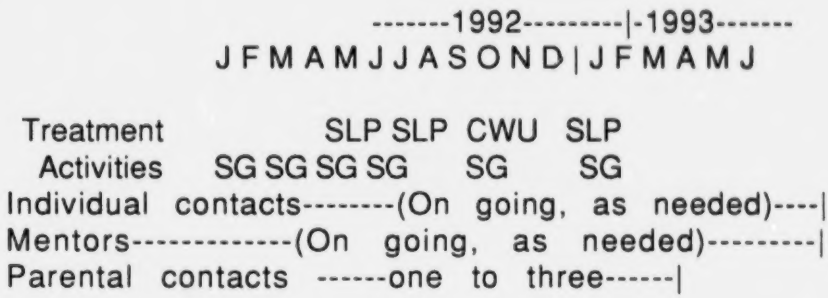
7. One conflict not anticipated at the outset was the need to plan

for and agree on program continuity through participation of Case Managers in all aspects of the program. This was particularly difficult at the University Level, which did not accept Case Managers as legitimate, post-secondary instructors

B. The Intervention: Operational Considerations

The program was operated for eighteen months. Chart V displays the sequencing of the various components.

CHART V
Program Timeline


-------1992---------|-1993-------
J F M A M J J A S O N D | J F M A M J
Treatment SLP SLP CWU SLP
Activities SG SG SG SG SG SG
Individual contacts--------(On going, as needed)----|
Mentors----------(On going, as needed)---------|
Parental contacts ------one to three------|

Support Groups

Support Group Sessions were held throughout the project. Each session lasted two hours and included:

Team building
Small group decision making processes
Communications skill development
Review of personal and group goals
Resource speakers (and/or field visits)

Sequence of Topics:

The small group activities followed a general outline of

- trust building
- communication skills
- self evaluation
- vision quest (goal setting)

- problem solving
- team building
- testing of commitment
- decision making

While the concepts were inroduced in this sequence as reflected in the curriculum, each participant responded in his/her unique manner apparently related to need and interest.

Evaluation sheets were utilized at each meeting and included:

1) log in with participant signature
2) outline of content (included were concepts introduced and activities used, plus participant evaluative quotes.

All participants data was transferred to participant files within three days of each S.G. activities.

Note: SG activities were monitored by the evaluator throughout the project to assure equitable treatment between groups. While the pacing and response patterns were unique to each group and individuals within the group, a reasonable adherence to the prepared curriculum and timeline was noted.

Student Leadership Program

Program Elements

The Student Leadership Program (SLP) included four major themes. They were:

Self Esteem
Goal Setting
Values Clarification
Problem Solving

Self Esteem

LP participants had the opportunity to learn from others, identify role models, and enhance their self esteem through motivating speakers, expert staff, positive affirmations and through self discovery.

Goal Setting/Problem Solving

SLP participants were introduced to skills on goal setting and problem solving. They had the opportunity to explore their personal goals through interactive small group sessions. A personal five year plan was developed which which identified each participant's goals. They learned a problem solving process to overcome obstacles/barriers.

Values Clarification

Participants learned about their own values, and discussed how values affect personal decisions. They practiced the decision making process using school and family oriented examples..

All participants participated in two one day and one two day SLP motivational activities.

The conference was conducted by the SLP section of the Washington State Migrant Education office. The conference was conducted with a high intensity in small and large group settings. At each conference "role model" speakers were present. These volunteer speakers represented various occupations, and backgrounds. They generally were of a similar socio-economic background, but had a success story to tell. Material from these talks was used to generate group discussions.

The themes of the SLPs were:

-What do I value?
-What is my potential?
-How do I generate choices?
-Setting goals
-Problem solving skills
-Establishing strategies for my future

Participants were given ample opportunity to become involved in physical activities, assisting in planning aspects of the conference, and to make presentations to both large and small groups.

Products which the participants took away included:

-A chart of their personal skills and values
-A set of goals and a list of specific strategies to achieve the goals
-A personal timeline for achievement
-A list of contacts within their support group and from the role models and leaders (linkages) and the knowledge on how

to access assistance.

The conference was structured so the small group in which a participant worked would continue as a local support group through the year. The three seminars were held on high school campuses.

An assessment of educational and career aspirations was conducted on a pre/post basis for evaluative purposes. Data was developed as to numbers of participants served, sex, age and educational status (currently in high school, out of school, etc.) No other statistics were provided regarding the program elements.

Central Washington University Summer Experience

The participants were afforded a culminating experience on a college campus in the summer of the first year. This experience was as a very positive experience. Employers and mentors were encouraged to release the participants to attend.

CWU hosted 78 participants for a two week on-campus experience. The participants continued their commitment to enhanced educational upgrading. The college campus setting was a new experience for everyone. The daily schedule consised of four hours of daily academic work followed by a four hour employment opportunity at the on work teams. The teams each completed a community project at the county fairgrounds.

The opportunity to live on campus, experiencing the many recreational activities, eating in a cafeteria and interacting with peers from differing environments and backgrounds was seen to have a tremendous impact for opening continuing education as a future option.

Participation - The campus experience was selected by 78 Success Connection participants. 16 others elected not to participate. The reasons given were; required job responsibilities (14) and not in the area (2).

C. The Theoretical Ladder: From Program to Self Sufficiency

The program design was developed around a theory based model described in the following. While the total population (both treatment and control) had access to community and school programs (e.g., counselors, JTPA, social service, etc.), only the treatment group was provided the three

basic program components.

Treatment vs. Non-Treatment

Treatment Group (N = 89 min)	Non Treatment Group (N = 98 min)
Equal Access, (if qualified) to area public school programs, JTPA training programs, J. Start programs Yakima Valley Community College programs OJT Experiences Employment Security (Public Assistance), Other Services (Health, Public Safety, etc.)	Same program available without advocacy and on access strategies
Treatment Motivational Activities (SLC) Concentrated Remediation and Work Experience (CWU) On-going Support Groups (YVOIC) Mentors (Business/Industry/Agency)	
Measures of Success Employment at a wage above poverty level Lessened requirement for public assistance Heightened career aspiration plus strategies Improved educational goals including continuing education	Same program available without advocacy nor training on access to services

D. Points of Measurement

An initial set of data was collected in December, 1991 in the intake interview stage, with verification as necessary. This data set included:

•current income level
•current utilization of unemployment support
•educational level and current education or pre employment training

At the conclusion of the first year (November, 1992) and at eighteen months (June, 1993), a similar set of data was collected.

The Process Evaluation was designed to determine the effects of three major interventions.

•Support Group (SG) - improved access to service agencies (logged records of activities) - monthly. Entering or re entering education and/or the job market (logged records, monthly).

*Student Leadership Program (SLP) - defined goals and career aspirations (SLC questionnaire) January 1992 and November 1993.

•Central Washington University (CWU) - measured literacy skills in math and reading, plus language assessment, and career awareness skill testing and the development of a student profile and plan for furthering education..

E. Evaluation Strategies

William Hansen, third party evaluator, managed the data collection and maintenance. To ensure accuracy and integrity the evaluator:

1. Monitored the SLP and SG Treatment Activities quarterly, plus attending the CWU Campus Experience for a concentrated two day visitation. Monitoring reports were prepared with an emphasis on program continuity as matched against the original design.

2. The evaluatorprovided training to all SLP and SG staff to emphasize the need for consistent treatment between sub-groups. An orientation and procedures work session was focused on data collection forms and procedures.

3. The evaluator utilized MAC SE 30 to accumulate data and prepare reports (as requested by Basis Health Management, Inc.) Statistics were run on a Fortune 32:16 UNIX system using

Excel software.

4. Reports were prepared by the evaluator.

Reports in each area of emphasis were prepared monthly and summarized for quarterly process reports. As required by OCS, a more complete interim report was prepared summarizing data to date. At the end of the project, a report was presented in a statistical format. The process manual detailing the entire project was prepared for completion in June, 1993 and included final data summaries and statistical analysis.

7. PROCESS EVALUATION DESIGN

A. Overview

The Success Connection project was developed for possible replication. The delivery system was very important. Therefore, the process evaluation focused on:

1. A well defined program of activities, objective based and systematically evaluated.
2. Process measures which directly related to the immediate and intermediate outcomes.
3. Consistent and timely evaluation measures.

The YVOIC and sub-contractors SLP and CWU had work sessions focused on the requirements established by the evaluator.

The approach to the collection of process data was the systematic collection and filing of

SG	On - going logs and personal contact forms
SLP	Activity logs
CWU	An assessent portfolio for each participant
Parent	The later intervention with parents was logged.

All data was 1) entered into the computer files, and 2) summarized in the participant folders. Source documents were filed.

All participants received comparable treatment However, there were variables to be considered.

- Individual rates of attainment. All participants were seen to be on a

continuum of success, as were the control (non-treatment) group. Entry into post-secondary programs, jobs, etc. occurred at unpredictable and varying intervals. The Outcome Design accounts for that inevitable shift by examining the difference in key variables as seen by comparing the treatment and non-treatment groups, both of which had similiar behavioral characteristics. Therefore, in the process groups, logs were maintained to determine current educational and job status.

• The diminishing participant group occurred due to the nature of migrancy in rural Washington. An 18% drop off occurred. One hundred six initial participants yielded 82% completion. A resultant effect of this phenomenon was the variance in size of support groups (SG). However, this was not seen to have a significant impact or the integrity of the group.

B. Process Measures

A key factor designed into the Success Connection Project was the process used in providing treatment. The design placed an emphasis on tracking the project for purposes of replication. A final product was to include a manual. The details for staff selection/training, planning and implementation of the teatment modalities details were developed from the following measures used during the project.

Process Measures Defined

1. Client characteristics
2. Access to and utilization of available services
3. Project management and timelines
4. Linkage processes between partners (YVOIC,SLP &CWU)
5. Support group activities (time, experience, logs, structured critiques)

*6.SLC and CWU
goals and objectives
curriculum, training, and support activities defined
Pre/Post data

Intervention Defined

The intervention provided in the support groups was a sequential series of activities designed to be high motivational, personally challenging, and focused on skill building and literacy support.

The intervention included:

1. Two all day and one two day work sessions with all Treatment group participants. The SLP curriculum was used.

2. Monthly (8) support group activities were conducted by DPP funded staff. These were structured in on-going small groups of 8-12 participants. The curriculum was developed as part of the contract. The intent was to build trust and communication skills among small group participants, leading to self empowerment and ultimately self sufficiency.

3. A two week Summer Experience on the Central Washington University campus focused on literacy development, work experience activities and exposure to post secondary institutions.

4. Specific counseling and mentoring provided as needed by the Success Connection staff.

5. A parent component was added when it became apparent that a key factor in continuing participation was understanding of and commitment to the program required the input of the parents.

6. An unanticipated commitment to attend post-secondary schools and training institutions rather than employment created a need to link with counselors as well as employers. Thus, the mentoring program fell basically on the Case Managers.

Data Collection Procedures

The evaluator was responsible for training staff and sub-contractors in data collection procedures. The evaluator updated and maintained files on curriculum elements, implementation procedures, and participant reported process information on a regular, systematic basis. The process data was generated by staff and sub-contractors..

Reporting Procedures

A monthly in-house report was generated which was disseminated to staff and YVOIC management. The intent was to reflect on timelines, objectives and processes so as to develop conscious quality control in regard to the project elements.

Quarterly reports were prepared summarizing number of participants, by sub-group and by activity. A review of timelines and objectives to date was generated. In February 1992, a "profile" of participants was developed. Included was the isolation of the outcome evaluation data to be used in the 1993 statistical analysis. The quarterly reports were included as part of the reqired documentation to the project officer.

This final report was prepared for the Office of Community Services (HHS), Basic Health Management, Inc. and OIC - contracting agency. It consisted of two parts; one a final process report with an emphasis on inplementation details, the second this evalaution document.

C. Process Data Analysis

Each of the three partners provided one aspect of the treatment modality and generated data from those sevices. The intent was to provide a validation of those services and to determine participant willingness to utilize the services.

The average number of contact hours by participant was 339.42. The range was from 47 to 359 hours. Fifteen participants did not attend the CWU Campus experience. In examining data on the 74 students who took part in all elements of the program, the average number of hours rose to 339.42 with a range of 320 to 359 (range = 39). There was a consistency of treatment provided to the 74 described.

CHART VI
Participation By Hours of Treatment

Total number of treatment hours provided	377
Mean Hours of all participants	278.32
Mean Hours of fully participating members	339.42
Mode fully participating	337
S.D. fully participating	335
Range fully participating	39

The service area was spread over a 50 square mile area of the Yakima Valley. It encompassed the following schools and programs.

School Area	No. Partic.	Total School Enroll
White Swan High School	12	226

Wapato High School	12	682
Toppenish High School	8	700
Eagles Alternative Program	4	80
Zillah High School	10	285
Granger High School	7	381
Mabton High School	9	142
Sunnyside High School	20	1101
YVOIC Triad Alternative Program	7	29

The participants (treatment group) represented the full range of at-risk characteristics. The level of commitment varied in the early months of the project. However, the participation over the groups was fairly uniform with on exception. Sunnyside High School received less contact hours by 18% than did the other sites. Unsettled schoolwide disturbances with racial overtones created an environment where the trust level was low and attendance irregular. Once the crisis period was over, the support group activities continued on schedule.

Support Group Participation Data

The support groups provided for the introduction of basic concepts and skills, plus developing the teaming atmosphere for on-going communications.

The Success Connection provided:

CHART VII
Summary of Contact Hours

Number of sessions	14
Number of hours in sessions	35
Total Individual contact hours	81
Mean individual contact hours per participant	1.04
Total number of parent meetings	133
Mean parent meetings per participant	1.71

Narrative data was collected during debriefing time at the conclusion of each session. The comments were clustered by topic. A distinct difference in the nature of comments was noticeable as the program progressed. There was also a difference in the nature of response as the participants left the immediate area to pursue careers and/or continue

their schooling. The following summary provides a synopsis of that data.

CHART VIII
Post Session Evaluative Comments

Time Frame	Summary of Comments (frequency)
Janaury, 1992 - March, 1992	New skills learned (141) Communication within the group (111) Quality of facilitators (69) Fears/anxieties (32)
April, 1992 - June, 1992	Statements of plans and self-confidence (133) Specific personal actions (92) College/job related (48) Appreciation for facilitators (37)
August, 1992 - December, 1992	Specific plans (32) Concerns re: program continuation (12) Written communications from post-secondary locations (18)
January, 1993 - June, 1993	Concerns re: program continuation (13) Written communications from post-secondary locations (9)

Participation was generally uniform over the project. However, patterns of participation shifted over the life of the project. While these patterns were of concern to the evaluator, only one issue was seen to potentially impact the data of the group as a whole. Participation by activity was as follows:

a. Support Group Participation by number of sessions attended:

1-3 sessions	4-10 sessions	11-16 sessions	17-18 sessions
2	7	29	38

The students receiving ten or fewer group contacts (sessions attended) had less exposure and there was concern over the resultant affect on outcome data. This issue will be analyzed as part of the data analysis.

b. SLP participation by number of sessions attended:

0 sessions	1 session	2 sessions	3 sessons
4	18	12	44

The Saturday format excluded those who had work requirements and participated in extracurricular activities of their school. Participation picked up as the project progressed and as the participants exchanged information on the SLP experience. However, again the question arose regarding the effect of lessened exposure to this aspect of treatment. Again the issue will be addressed in the Outcome Data section of the report.

SLP Participation Data

The Student Leadership Program was originally structured to provide Saturday sessions. The intent was to conduct high motivational meetings in times which would not conflict with regular school hours. The YVOIC lead agency provided transportation as needed. However, the combination of work requirements and conflicting extracurricular activities caused a revision of the later meetings. The third scheduled meeting was operated on a Friday night/Saturday all day schedule which proved to be much more feasible for interest and attendance. Attendance at the sessions was

February SLP (8 hours)	34 participants
May, 1993 SLP (12 hours)	62 Participants
August SLP (8 hours)	73 participants

As described in the program description the activities included large group/small group breakouts, a motivational speaker, and a series of team building activities. Narrative evaluations were logged and the results were as follows (rank order):

1. quality of small group experiences (56)
2. Quality of and interest in speakers (41)
3. Practicality of topics presented (39)
4. Facilities (13)
5. Quality of food (12)

After debriefing the students the SLP staff in cooperation with the Success Connection staff generated these conclusions and recommendations.

Central Washington University Process Evaluation

All goals and objectives related to diagnosing the strengths and deficits of each student were accomplished. This composite picture became part of an individualized concrete plan for university entrance or post-high school training. The purpose of this planning was to give students a view of themselves as individuals who can make the dream of a university education into a reality. The experience of living on a university campus, working in classrooms, interacting with university students, taking actual placement tests - walking through the process of becoming a university student - demystified the institution and gave new hope to the aspirations of these young people. Every member of the program staff expressed the belief that this main goal had been reached and presented written evidence and anecdotal reports for their conclusions.

Another purpose of the diagnostic approach was to obtain information about the young people in the Lower Yakima Valley population. Knowledge of the socioeconomic, cultural, and ethnic differences between this and the majority population is crucial to the design and organization of aid and intervention efforts. Attaining the goal of helping people reach a condition of self-sufficiency through the means of post-high school education often involves bringing about major changes in personal values, aspirations, and worthy perspectives. The process of education itself is a socialization process and the background and life experience of the student is the starting place for change.

The campus program produced insights into the difficulties that students of this population might encounter in going to a university. First, many students reported that their parents were reluctant in granting permission for them to attend the program and had initial resistance to the idea of going to a university. Among the reasons given were: a loss of part of the family income resulting from the student's absence from the home, fears about their children leaving home for the first time and the loss of the loving parent-child and family relationships. Students indicated that they were affected by these concerns and expressed an ambivalence about their future plans, wanting to achieve a university education with its promised rewards and yet fearful of the consequences to their families.

A positive outcome of the campus program was associated with this process of learning about the students. Staff members reported that they felt that they had received the personal benefit of altered attitudes about

minorities, the poor, and this specific population within their state. They learned about the exceptional qualities of the students as well as the qualities they have in common with all young people in the same stage of development. Teachers reported that the students were enthusiastic about learning, displayed great curiosity, and approached their futures with serious and optimistic intentions. This positive effect to staff members was apparent in their acts of dedication and their willingness to work long hours of overtime without compensation.

Student behavioral problems, in terms of rule violations, were few in number. The quick response of staff members to anticipated problems defused and resolved potential conflicts. In all, there were three incidents of rule violations of sufficient severity that they required counseling and only one of those resulted in removing (two) students from the program. Altogether, these incidents involved a total of seven students. The staff teachers, individuals with years of experience in public secondary schools, remarked that the lack of behavioral problems was remarkable.

Problems and concerns encountered in implementing the campus experience.

1. Communication between the grant agency, Yakima Valley Opportunities Industrialization Center (YVOIC) and the contracted University (CWU). Communication between the not-for-profit and the University was obtained throughout the program. Major differences in mission's and delivery systems were never completely worked out. The points of view causing greatest concerns were:

    - A client oriented program operated by a not-for-profit in dialogue with a tradition bound, academic oriented structure created difficulty in understanding and accepting ideas and responsibilities.
    - A unitary line-staff decisions making process of the funded agency was geared to expediency and immediate action. In contrast the university had several entities or departments each with their own responsibilities and authority (e.g., training, transportation, school and sociology, etc.). A methodology for inter-related decisions was slow and difficult to come to.

- Understanding of and respect between personnel of the bodies was never completely worked out.

- Program continuity for clients was a major focus. required on-going presence and interactions of agency staff within the university program which was not well received.

2. Data and information exchanged between agencies was not well defined. What one agency determined as private and confidential was needed by the other from program purposes. A common data set needed to be defined and available.
3. The program designed for 15 to 22 year olds provided an age range difficult to plan for and arrange in a dormitory setting. Rules regarding curfews, behavior, schedules, etc., were were inappropriate when applied across the entire population.

Summary

The campus experience was an important and integral aspect of the Success Connection. It was a unique and challenging experience for the students and their families. The participants viewed it as very positive. The characteristics of the activity as seen to be:

Unique residential experience
University environment
Self-initiated activities
Background and understanding of enrollment and financial aid process
Staff assisted assessment of potential for success at the college level
expanded concept of education beyond the local school for all members of the family.

Maintenance of Auditable Files

The data files were maintained in the project office under strict supervision of access. All group generated data were logged into the data base and summarized in participant folders. Participant folders were coded by number to preserve anonymity.

C. Process Data Analysis

The Success Connection project was implemented as designed. The

C. Process Data Analysis

The Success Connection project was implemented as designed. The program elements were revised to some extent as problems and/or concerns were identified. Of key interest were:

1. The addition of the parental component. A staffer remarked that the inclusion of parents was so obvious that it was somewhat embarassing to have discovered it. The family involvement in the goal setting process appears to have ripple effects. Parents and siblings have indicated the value of the activity.

2. The university role is a major component. Participants indicated their excitement and parents their pride. However, the cost and interagency linkage problems must cause a careful review of this aspect of the program. The original design called for a four week experience. Parental objections, job requirements and program costs forced a review of the time dimension. The resultant two week time frame provided the expected outcomes. However, the question must be raised as to the optimum time period for quality attudinal changes. The university component has a high cost factor built in. Consideration should be given to alternative approaches such as utilization of Success Connection staff in conjunction with the university staff to reduce costs of salary, reduced time on campus to lessen the housing costs, shorter more frequent visits to several campuses, etc..

3. While the partners have enthusiastically agreed to continue the program if funded, a strengthening of on-going relationships through structured meetings and joint evaluative sessions is recommended. This issue is ine of continuity for the participants. The initial eighteen months were structured so each entity ran their own program component. There is a need to better tie the cpmponents into one cohesive whole. This is not to detract from the quality of the 1992-93 program. As a demonstration grant, details of how such relationships evolved would be of value to replicating agencies.

4. The staff demonstrated the unique process of in-house training by committing to regular and on-going practice and redesign of the small group activities. The trust building value clarification approach is not applicable only to this age group. However, the open endedness of facilitated groups requires flexibility and adaptability within the group during session. The training process of daily interaction contributed to the ability to read group dynamics and turn frustrations or conflicts into learning situations.

5. The partnership added the element of freshness and adventure to the project. Small group interactions and structured group dynamics are not unique in themselves. However, with each partner providing reenforcing activities in unique settings, the Success Connection allowed individual growth through alternative modalities. The end result was an unprecidented success in reaching high risk youth.

8. OUTCOMES EVALUATION DESIGN

A. Overview

Self Sufficiency Defined

The key to this project was self sufficiency. Self sufficiency was defined by the project management as having two dimensions' one related to the ability to attain economic independence and the other to be able to envision and have access to a quality lifestyle.

This research project was designed to take a most vulnerable segment of the Yakima Valley poverty group, young people ages 17 to 22, and provide them with the tools to attain self sufficiency.

Measures to Determine Self Sufficiency

Two specific factors were used measured to determine self sufficiency.

1. Economic Independence. The person emerging from poverty requires a job and the opportunity to enhance employment opportunities. Thus, in this project the evaluation examined outcomes based on:

    a. Numbers of participants employed within the two year period of the project implementation, (measure - increase in numbers employed), or engaged in educational or job training

    b. Numbers of participants receiving welfare benefits (measure decrease in numbers)

    c. Average salary above poverty level (measure - average salaries of participants compared to state poverty levels)

2. Vision of and access to a quality life style. Hope and vision comes

with attainable options. The evaluation measured:

a. Levels of career aspirations from outset to completion of the project

b. The shift of educational goals, recognition of the requirement for education and training and participation in post-secondary training.

These measures were generated as defined in the evaluation design. The ultimate evaluation requires a longitudinal view of the participants, their lives (career choices and life styles); a study beyond the scope of the Success Connection Project. However, the indicators listed above allowed for a reasonable projection of attainment of self sufficiency.

B. Program Hypothesis

The program hypothesis was defined as: "Individual and behavioral attributes account for leaving school, remaining unemployed, and continued poverty. Changed behavior will provide enhancement of educational goals, employment beyond the poverty level and decreased reliance on public assistance. Therefore, it is hypothesized that:

After eighteen months of treatment as deined by Success Connection,

•Measurable differences will be present between the treatment and non-treatment groups i* Educational levels
n the areas of:
* Wage rates
* Reliance on public assistance

C. Client Chacteristics

The clients were 106 participants and 120 non-participants identified for the project. They demonstrated two or more of the following characteristics:

1. dropped out of school
2. unemployed and not enrolled in a job training program
3. employed or below minimum wage
4. ward of the courts
5. AFDC qualified or on public assistance
6. Referred by agencies as "high risk"

The 240 potential participants were identified by eight school distrcts, two alternative high school programs, one not-for-profit with programs for high risk youth, and a JTPA program sub-contractor. A random selection process was used to identify 120 in each treatment and non-treatment group. The latter group was to be the control group.

After eighteen months, eighty eight participants remained in the treatment group and ninety eight in the control group. The data generated for this report will utilize the data based on the one hundred seventy six available for post program interviews.

4. Characteristics of the Treatment and Control Groups

A critical factor in comparing populations of random selected groups is the validation of like characteristics. Chart VII displays the descriptive characteristics as of June, 1993.

CHART IX
COMPARATIVE/DESCRIPTIVE DATA
TREATMENT AND CONTROL GROUPS, JUNE, 1993]

Characteristics		Treatment	Control
Mean age		18.2 years	17.92 years
Age Range		18-23	18-23
Age Distribution			
	17	1	2
	18	35	37
	19	35	39
	20	13	16
	21	3	2
	22	2	2
		88	98
Gender			
	Male	46	52
	Female	42	46
		88	98
Ethnicity			
	Native American	11	13
	Hispanic	48	66
	Anglo	29	19
		88	98

The age, gender and ethnicity charateristics are seem to be reasonbly representative of the population to be served and between the two comparison groups.

D. Variables

The two groups, treatment and non-treatment, are defined as dependent variables in this study. Each is a discrete group with common characteristics.

The three independent variables are a) educational level attainment (four point scale) b) reliance on public assistance (yes/no), and c) wage rates.

Both groups , treatment and non treatment, have equal access and opportunity to attain results in the three outcomes. The hypothesis suggests that a measurable difference will occur when the treatment group completes a series of experiences (the treatment methodology).

E. Comparison Group Construction

The original Target population was 240, 17 to 22 year olds divided through random selection. The comparison group was interviewed and requested to participate through:

1. Providing time for an orientation and interview.
2. Access to school and employment records
3. An iterim and final data collection with the recipient receiving a $10 fee for responding

It must be noted that the the comparison population was not selected nor differentiated in any way from the treatment group.

F. Data Collection Procedures

Interview data forms was developed around existing JTPA client identification form and profiles. The first collection point data for the Outcome Evaluation included was:

- AFDC (public assistance) status
- Work history including wage information
- Current level of education and job training

H. Analysis of Outcome Data

1. Employment At or Above the Poverty Level

Research Question: *Do more of the treatment group obtain employment above the poverty level ($6.40 an hour) than do the control group members?*

The participants were of an age where employment was limited and many opted to continue their education or enter job training. Therefore, the two factors of hourly wage/if employed and/or school/training activity were combined and assigned position ona weighted scale as per the following description.

Level 5 = 5 points	Professional level career training or employment
Level 4 = 4 points	Technical skill level employment, an AA or BA degree program or employment above a $ 10/hr, currently in post secondary training
Level 3 = 3 points	Skill level employment goal, or employed at or above $ 6.40/hr
Level 2 = 2 points	Entry level skill goal or employment below $6.40/hr
Level 1 = 1 point	No career goal indicated or unemployed

Case Managers stressed the relation of career goals (aspirations) to ultimate job or career choices. The Ostrom Career Tree (career scale) was used along with actual employment records to determine placement on the weighted scale. This allowed for the accumulation of quality data on work/career to be combined with less quantitative data.

CHART X

CURRENT EMPLOYMENT STATUS - JUNE 1993

	Treatment (N+88)	Control (N=98)
Currently employed	37 (42%)	47 (48%)
Salary above $6.40	4	7
Average salary	$5.68	$5.76
Unemployed or not in school	6	31
Receiving or applied for public assistance	1	11

The employment and salary figures are similar with the control group having a 6% higher employment. However, the data on those securing public assistance is dramatically different. The treatment group appears to respond to jobs and related careers in a different mode than do their control counterpart. As will be described in the following both career and eduational factors are very different. This interactive relationship between education, career choice and actucal employment is appears to be very strong.

The Treatment group achieved mobility towards career choice and/or employment at a much greater degree than did their Control Group counterparts. As displayed in Chart XI, the treatment group were at level three, indicating actual employment and/or a career goal above the poverty level. Their control group counterparts set their goals and/or were employed ar sightly above the $6.40 poverty level.

CHART XI

EMPLOYMENT LEVELS AND ASPIRATIONS
DESCRIPTIVE DATA

	Treatment	Control
Mean	3.0233	2.1145
Median	3	3
Standard Deviation	.0945	.0996
Range	4	4
Sum	88	98

The S.D. indicates the responses were fairly uniform within groups.

The 88 participants raised their aspirations and/or secured employment at a higher level than did their control group counterparts. An ANOVA statistic was applied to determine the level of difference. Assuming a confidence level of 95%, Chart XI displays the mean scores as dramatically different with the treatment scores at a + 2.7384 in comparison to the control scores. In intrepreting the scores on the weighted scale, the mean scores placed the treatment group between skilled level of employment and technical skilled employment, both requiring advanced training and/or education. The Control Group had much lower aspirations and/or employment placing closer to entry level

employment.

CHART XII

STATISTICAL RELATIONSHIP ON EMPLOYMENT STATUS

Anova: Single-Factor

Summary

Groups	Count	Sum	Average	Variance
Column 1	88	263	3.02298851	0.88318631
Column 2	98	211	2.13131313	0.99278499

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	6.817563	1	36.8175638	39.102747	2.7384E-09	3.89249522
Within Group	173.246952	184	0.94155952			
Total	210.064516	185				

The null hypothesis was rejected. In examining job related information as provided in the post program interview. It was determined that the treatment group had 1) equal to or higher level jobs or career aspirations than the control group and 2) the jobs were diverse and often related to a career goal. The control group were more oriented to local, entry level jobs.

CHART XIII

CURRENT JOB TITLES BY GROUP JUNE 1993

	Treatment	Control
Number employed	37	47
Above the $6.40 level	4	7
Job Titles (rank order - f)		
Agriculture	8	12

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Restaurant	9	11
Sales	4	7
Washington Service Corps	2	0
Car sales	0	2
CNA nursing	1	
Intake worker	1	
Battelle research intern	1	
Undeclared	5	8

The range of job options among the treatment group are apparently more professionally oriented and in some cases related to post secondary course work. It may be concluded that the Success Connection Treatment had a some effect on employment and career orientation of its participants with the greatest effect coming in career options without reliance upon public assistance.

2. Self Sufficiency

Research Question: *Do fewer of the treatment group seek public assistance after eighteen months of service than do the control group members?*

Chart X displayed the data on actual applications for or participation in public assistance programs. **Eleven control group members indicated their application to or participation in the state welfare system, while the treatment group had one.** Many of the 17 to 23 year olds in both groups were either in high school, on jobs or in post secondary school/training programs. To provide substance to the raw data and to incorporate othe factors the following weighted scale was used for the statistical analysis.

Level 5 = Professional or preprofessional type employment

Level 4 = Technical training or employment above the $10 an hour

Level 3 = Employed at or above the $ 6.40 an hour

Level 2 = Employed below the $ 6.50 an hour

Level 1 = Unemployed and/or receiving unemployment

Chart XIV shows a fairly close relationship between the two groups. Many of those studied were seeking employment,

CHART XIV

ATTAINMENT OF SELF SUFFICIENCY
DESCRIPTIVE DATA

	Treatment	Control
Mean	2.1512	2.0104
Median	2	2
Mode	2	2
Standard Deviation	.0497	.0406
Sum	88	98

An analysis of the data through application of the ANOVA statistic verified the close relationship of scores with no degree of significance indicated.

CHART XV

CHART OF STATISTICAL RELATIONSHIP ON SELF-SUFFICIENCY

Anova: Single-Factor

Summary

Groups	Count	Sum	Average	Variance
Column 1	88	185	2.15116279	0.24746922
Column 2	98	203	2.50617284	0.52808642

ANOVA

Source of Variation	SS	df	MS	F	P-value
Between Groups	5.25712485	1	5.25712485	13.7073477	0.0002909
Within Groups	63.2817973	165	0.38352604		
Total	68.5389222	166			

The null hypothesis was proven. It may be concluded that at this age and stage of making career decisons there is little statistical difference between the groups. The null hypothesis was proven. However, the control

group displays a tendency towards utilization of public assistance while the treatment group is more focused on job and career options.

3. Educational Attainment

Research Question: *Does the group provided treatment reach a greater level of educational attainment than does the control group?*

Education attainment was a key factor in determining differences between the groups. Records of participant schooling, employment training, and public assistance were obtained from cooperating agencies (and with permission of participants.) Initial and exit interviews were conducted to validate and/or augment the agency data. As will be noted in the following analysis, some participants in each of the two groups (treatment and control) had no such documentation in that they were out of school not in a training program, unemployed and not on public assistance. To determine the degree of mobility towards educational goals data was clustered for statistical treatment. Educational attainment data was categorized as follows.

Level 5 = 5 points	In a degree focused post secondary program or employed
Level 4 = 4 points	In post secondary non-degree program (college or training) or employed
Level 3 = 3 points	Graduated from high school or completed GED
Level 2 = 2 points	Currently in high school or GED program
Level 1 - 1 point	Dropped out/not in school/unemployed

The rationale for the definition and related rankings was based on the self sufficiency concept developed by YVOIC as part of their program application. It was hypothesized that as the treatment group members established increasingly more ambitious goals and initiated action to accomplish those goals, the probability of becoming self sufficient was projected to increase.

It must be noted that given the age of the participant (17-22 years) and the relatively short duration of the project (18 months), the results

indicated tendencies rather than a substantially proven theory. Longitudinal research would be required to determine ultimate results.

CHART XVI

EDUCATIONAL STATUS - JUNE 1993

	Treatment (N=88)	Control (N=98)
Currently in high school	24	21
Graduated	60	60
Dropped without graduation	4	17
Entered post-secondary prog	47	27
Entered miliary	3	2
High school graduation rate*	94%	(78%)

*in school youth not included

Four of the treatment and three of the control who dropped out indicated a desire to return to school in the summer of 1993 to finish their diploma or GED.

In examining the descriptive statistics for educational attainment, it became apparent that the treatment group attained higher level scores as a group than did their control group counterparts (Chart XVII).

CHART XVII

EDUCATIONAL ATTAINMENT
DESCRIPTIVE DATA

	Treatment	Control
Mean	3.4368	2.8889
Median	3	3
Mode	3	3
Standard Deviation	1.0642	1.0291
Sum	88	98

The scores of the treatment group were reflective of mid-point between high school graduation with active progress in post-secondary education or training. The control group had a larger number of dropouts and fewer attending college. The treatment group demonstrated a narrower range of scores reflecting a more cohesive shift of scores then did the control group. This is also demonstrated in the wider distribution of the standard deviation.

Post secondary education and training programs were accessed by both groups. As of June, 1993 the control group had 18 students finishing two years of college and 12 finishing one year (total 30). In addition 1993 graduates indicated another 17 planning to attend college. In contrast the control group had 9 finishing two years and 12 finishing one year. Twelve 1993 graduates planned to attend college. Post-secondary experiences reflected a wide range of potential career choices and a long list of institutions.

Choices as indicated by those attending post-secondary institutions are as follows (in order of frequency)

CHART XVIII

POST-SECONDARY TRAINING CHOICES

	Treatment	Control
Attending or planning to attend	47	33
1. Yakima Valley College (WA)	20	15
2. Eastern Washington University	6	3
3. Heritage College (WA)	1	2
4. J.M.Perry Technical	4	1
5. Univ. Washington	3	1
6. Washington State Univ	4	1
7. Central Washington Univ	2	
8. Community Colleges out of area	4	4
9. Sequoia Institute	1	
10 Art Institute	1	
11. Specific job training	1	5

Specific career fields were often indicated in the exit interview.

CHART XIX

JOB/CAREER CHOICES

	Treatment	Control
Health Occupations	12	3
Business/Accounting	11	7
Teaching	7	2
Computer Science	5	
Criminal Justice	5	1
Construction	4	4
Auto Mechanics and Repair	3	3
Social Work	3	
Sciences	2	
Communications	3	
Retail Sales	11	16

Education was placed as a higher priority by those from the Success Connection experience. This fact is borne out by the results of the ANOVA statistical analysis.

CHART XX

STATISTICAL RELATIONSHIP ON EDUCATIONAL ATTAINMENT

Anova: Single-Factor

Summary

Groups	Count	Sum	Average	Variance
Column 1	88	302	3.43181818	1.12173459
Column 2	98	286	2.88888889	1.05895692

ANOVA

Source o	SS	df	MS	F	P-value
Between Groups	13.7329174	1	13.7329174	12.6166077	0.00048506
Within Groups	201.368687	185	1.08847939		
Total	215.101604	186			

Examination of the p factor indicates little difference in the significant level of attainment of educational goals and experiences between the two groups. However, **The Success Connection participants demonstrated the following characteristics after the eighteen months treatment:**

- **Higher graduation rate (less dropouts)**
- **Greater numbers opting for post-secondary experiences.**
- **Fewer relying on public assistance**
- **a greater range of career options being considered**

While statistical analysis does not demonstrate significant differences between the groups in self sufficiency, the indicators developed by YVOIC have shown the program can positively affect the future of these high risk youth.

Reduced Hours of Treatment

Of the eighty nine treatment group members, fifteen received significantly less contact hours than did their seventy four cohorts. The reduced hours were due to non participation in the CWU summer program.

To determine the probable affects of non-participants, (and subsequent reduced hours of treatment) a comparison of descriptive statistics was made on the reduced hours group vs. the entire treatment group.

Comparison #1 Employment Level and Aspiration

	Reduced Time Group (15)	Treatment Group (89)
Mean	2.5333	3.0233
Standard Deviation	1.1255	0.0945

Comparison #2 - Self Sufficiency

Reduced Time Group (15)	Treatment Group (89)

Mean	1.8667	2.1512
Standard Deviation	0.5164	0.0497

Comparison #3 - Educational Attainment

Reduced Time Group (15)		Treatment Group (89)
Mean	2.6667	3.4368
Standard Deviation	1.1127	1.0642

In all three areas of study, there were significant differences between the two groups. Those having reduced treatment hours (including no participation in the university program) had lower career aspiration, less tendency towards self sufficiency and lowered education experiences and goals.

It may be concluded that hours of treatment which included the residential university experience had an effect on participants.

Research Considerations

Statistical analysis revealed some results not anticipated within the original design. The exit interview for both groups asked for current family status. Eleven women in the control group indicated that they were pregnant or had a child in the past eighteen months. In contrast one woman was pregnant upon commencing the Success Connection program, giving birth in March, 1993, and none became pregnant in the eighteen month period. While this factor is unique, it is outside the purview of this study. The issue of the effects of education and Success Connection treatment on teen pregnancy appears to worthy of further study.

9. CONCLUSIONS

1. Major differences are present in examining comparative results of the Success Connection research. There is a high probability of significant change in two areas, educational attainment and career aspirations. There is some difference in actual job selection.

2. There are measurable differences on reliance on unemployment. After eighteen months in the Success Connection, participants have a 95% degree of probability of not requiring public assistance. This is a dramatic finding given the background and life experiences of the participants.

3. The results seem to indicate that self-sufficiency may be achieved by at-risk youth when having experienced the Sucess Connection program. The basis premise, as reflected in the literature, is that given enhanced goals and aspirations, plus appropriate treatment, self-sufficiency is achieved. The Success Connection program having tested that theory and provides a replicable methodology to accomplish that end. The three measures used each demonstrate the effectiveness of the Success Connection treatment for this group. A question of longitudinal effects may be raised. Posed as a research question, it may be asked if the effects as demonstrated by the treatment group continue over time as the participants move towards job and career goals. A concomitant question may be raised as to the required support system to affect the continuation of the effects.

4. Given the degree of success in comparison to the operational costs, there is an apparent cost benefit in 1) students finishing a secondary education, and 2) high school graduates establishing career goals and pursuing those goals in post secondary programs. While this project did not focus specifically on cost benefits, such factors are readily apparent.

5. The methodology is replicable in that it utilizes existing techniques and materials. The staffing pattern allows a case manager to deal with a substantial case load in a standard school facility, thus reducing operational costs.

10. Recommendations

1. It is recommended that the research project be extended an additional eighteen months to determine the immediate affects on self-sufficiency. The two groups are identified and data files active, thus the necessary elements are in place. The treatment would necessarily be modified to follow a dispersed population, moving into jobs and training or schools throughout the nation. Frequency of required contact, identification of appropriate support activities and further linkages into the business and post secondary training programs would need to defined. It is possible that the case manager role would be modified also.

2. Consideration should be given to encouraging replication in a variety of settings. At risk youth in special programs, institutions and perhaps those not currently in the system should be prime candidates for the Success Connection program. It is important to emphasize that the treatment group was considered seriously at risk; in danger of not completing their education and being probable users of the public welfare system. It is worth noting that the ethnic makeup of the groups included Hispanic, Native American and anglo. No differences in research results were noted between groups. Thus, the Success Connection demonstrates that social barriers can be bypassed with this methodology. The reduced incidence of pregnancy in the treatment group is a phenominom which should be exam ined in replicated projects. The Success Connection treatment apparently has a relational effect on teen pregnancy. Further study is indicated.

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